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## LEGISLATION FOR THE LAST THREE YEARS ON VOCATIONAL EDUCATION

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The great development of the industries in modern times, bringing with it vast changes in economic and social conditions, has led to ever-increasing interest in industrial training. Not only among those engaged in educational pursuits has this new interest been growing in importance, but among the people as a whole there seems to be a growing demand that the common schools shall recognize and provide for this new economic and social need.

This demand has crystallized in many instances in legislation. Commissions have been provided to investigate the whole problem. Communities have been empowered or required to provide industrial education. State aid has been given with or without conditions.

A review of the legislation for the last three years may show the growing importance of this movement.

### CONNECTICUT

The Law of 1909, chap. 85, authorizes and directs the State Board of Education to establish two schools. A maximum of \$50,000 annually may be expended by said board for their buildings, equipment, and maintenance. The local communities have no share in the control, but may contribute any sum, properly voted, to the enlargement of the school, or for the improvement of its efficiency.

Day, part-time, and evening classes are provided for, and the Board of Education is authorized to enter into arrangements with manufacturing and mechanical establishments.

It is provided that no person under fourteen shall be admitted, except that during vacations the board may admit such children.

### INDIANA

The General Assembly in 1911 passed a special bill authorizing the city of Indianapolis to acquire the Winona Technical Institute.

Another act passed the same year directs the Governor to appoint a com-

mission of seven members "for the investigation of industrial and agricultural education." The commission is to investigate the needs of education in the different industries of Indiana, and to see how far their needs are met by existing institutions. The advisability of new forms of educational activity is to be considered. Education along industrial lines in other states and in foreign countries is to be investigated by means of printed reports and the testimony of experts. Hearings are to be held in at least five different communities and the testimony of those interested in the various industries taken. The report is to be sent to the legislature by January 1, 1913.

#### MAINE

The Laws of 1911, chap. 188, provide that the State Superintendent shall advise and aid in the introduction of industrial courses in free high schools and academies aided by the state. The act also provides for the introduction into all normal schools of courses in manual arts, domestic science, and agriculture, sufficient to enable the graduates to teach elementary courses. In one normal school the courses are to be extended so as to prepare special teachers in manual training, and in another to prepare special teachers in domestic science. For these two special courses \$4,000 annual expenditure is authorized in addition to other appropriations.

Whenever any elementary school provides instruction in manual training and domestic science that satisfies the requirement of the State Superintendent, two-thirds of the cost of said instruction shall be paid by the state, up to \$800 for each instructor. Two-thirds the cost of instruction shall be paid by the state also to any high school providing instruction in agriculture, mechanic arts, or domestic science, up to \$500 annually for each school. State aid is also given to evening schools which include in their course of study freehand or mechanical drawing, domestic science, or manual training, or the elements of the trades.

Any town may by vote require its School Committee to establish and maintain as a part of the public-school system a general industrial school, open to all children who have completed the elementary course, or who have attained the age of fifteen years, for the teaching of agriculture, household science, the mechanic arts, and the trades. Such schools must be supported by funds additional to the regular school fund, and the state will aid to the amount of two-thirds of the cost of instruction, up to \$2,000 annually for each town.

#### MARYLAND

The Laws of 1908, chap. 584, authorized the appointment of a Commission on Industrial Education to report to the legislature of 1910.

#### MASSACHUSETTS

Chap. 471 of the Laws of 1911 begins by recognizing and defining the following types of education and defining certain terms connected thereto:

vocational, industrial, agricultural, and household arts. The various kinds of schools are defined as a basis of receiving state aid.

The Board of Education is authorized to investigate and to aid in the introduction of these various kinds of education and to supervise and approve the schools where such instruction is offered. Day, part-time, and evening classes may be offered in certain of these schools so that "instruction in the principles and practice of the arts may go on together," but only those between fourteen and twenty-five may attend part-time classes, and only those over seventeen may attend the evening classes.

These schools, known as "independent industrial, agricultural, or household art schools," may be established by any city or town through its school committee, or through a special board of trustees elected by the town, known as the "local board of trustees for vocational education"; or may be established by districts composed of cities and towns through a board known as the "District Board for Vocational Education."

Children living in districts where such schools are not provided may ask the Board of Education to admit them to other schools and the town where the applicant resides shall pay the tuition and afterward be reimbursed in part by the state.

The state, in order to aid in the maintenance of approved schools of the above type and of independent agricultural schools, shall pay one-half the cost of maintenance. In the case of "agricultural departments" in high schools, the state shall pay two-thirds of the salary of instructors in such department.

#### MICHIGAN

Act 35, Laws of 1907, as amended by Acts of 1909, establishes county schools of agriculture, manual training, and domestic economy. Instruction is to be given in the elements of agriculture, farm accounts, manual training, and domestic economy. It provides for general supervision by the State Superintendent of Public Instruction and for annual state aid equal to two-thirds of the local expenditure. Maximum aid to any one school, \$4,000.

Act 228, Laws of 1909, provides for a State Commission on Industrial Education, including elementary training in agriculture.

Act 22, Laws of 1911, empowers school districts to establish and maintain trade, vocational, industrial, marine, and manual-training schools, gymnasiums, and scholarships, and to accept gifts, legacies, and devises for the same. This, however, was in the nature of a local act, and was intended to give a certain city the right to accept a bequest which had been made to it.

Act 29, Laws of 1911, amends the law in regard to county schools of agriculture, the State Superintendent being allowed to approve two such schools in each county instead of one.

#### MINNESOTA

Laws of 1905, chap. 314, establish and provide for the organization and maintenance of county schools of agriculture and domestic science, create

county school boards of control, and provide state aid to not more than two schools. Instruction is to be given in agriculture, farm accounts, manual training and domestic economy.

The Laws of 1911 provide for the establishment and maintenance of departments of agriculture, manual training and domestic economy in state, high, graded, and consolidated schools; authorizing rural schools to become associated with such state, graded or high schools. State aid is given equal to twice the amount of local expenditure, the maximum annual aid to any one school being \$2,500. For 1911, as for 1910, \$25,000 was appropriated.

Instruction in the industrial department herein provided shall be free to all residents of this state. Where necessary to accommodate a reasonable number of boys and girls able to attend only in winter months, special classes shall be formed for them.

State aid to consolidated rural schools is provided and instruction in agriculture and home economics required.

The Laws of 1911, chap. 91, provide that any high or graded school, which shall maintain such a course as the High-School Board of this state shall prescribe in agriculture and either in home economics or in manual training, shall receive annually in addition to other aid the sum of \$1,000 for maintaining such industrial courses, to be paid from the appropriations made for state aid to high and graded schools. This aid shall not be paid to any school receiving aid under any other act, for the maintenance of industrial courses.

#### NEW YORK

The Law of 1910 authorizes the establishment by the local authorities in cities and union free school districts of general industrial schools for pupils who have completed the elementary-school course, or who have attained the age of fourteen years, of trade schools for pupils who have attained the age of sixteen years, and have completed either the elementary-school course, or the general industrial-school course, and of schools of agriculture, mechanic arts, and home making for pupils who have completed the elementary-school course, or who have attained the age of fourteen years. It also provides for an advisory board representing local trades, industries and occupations. The state grants an annual aid of \$500 for each approved general industrial school, trade school, or school of agriculture, mechanic arts, and home making maintained 38 weeks, employing one teacher, and having at least 25 pupils, and grants \$200 for each additional teacher.

The law provides also that industrial training shall be given in truant schools.

Thus there is a division of control and support between the state and local authorities, the state control however being limited to approval of course of study. It is important to note, too, that the law is permissive, and the initiative is to be taken by the local authorities.

## NEW JERSEY

The Laws of 1908, chap. 55, establish and maintain summer courses of instruction in methods of teaching elementary agriculture, manual training, and home economics, and appropriates \$2,000 annually therefor.

The Laws of 1911 provide that a commission of education be appointed by the Governor for a term of five years. He is to have four assistant commissioners, one of whom is to devote his time to the inspection of industrial education, including agriculture.

## NORTH DAKOTA

The last legislature passed a law that went into effect July 1, 1911, providing state aid for rural and graded schools. The graded schools are divided into two classes, both of which must include in their course of study a two-year high-school course as suggested by the State High-School Board as courses in domestic science, manual training, and elementary agriculture, and shall comply with such rules as may be established by the State Superintendent of Public Instruction.

The rural schools are divided into two classes, both of which must include in their course of study elementary agriculture. To these four classes of schools are given annually by the state \$150, \$100, \$100, and \$50 respectively, upon compliance with certain conditions including the above. Further state aid is offered as a premium for consolidation.

The new law which will go into effect July 1, 1911, provides for the maintenance of agricultural, manual-training, and domestic-economy departments in high schools. Any state high school, graded or consolidated rural school having satisfactory rooms and equipment, and having shown itself fitted by location and otherwise to do agricultural work, may upon application to the High-School Board be designated to maintain an agricultural department.

Each of such schools shall employ trained instructors in agriculture, manual training, and domestic science (including cooking and sewing), and have connected therewith, so long as they shall enjoy the benefits of this act, a tract of land suitable for a school garden and purposes of demonstration, and containing not less than ten acres and located within one mile of school buildings.

Instruction in the industrial department herein provided shall be free to all residents of this state. Where necessary to accommodate a reasonable number of boys and girls able to attend only in the winter months special classes shall be formed for them.

Each of said schools shall receive state aid in the sum of \$2,500 and its proportionate share of all moneys appropriated by the national government for the teaching of elementary or secondary agriculture in the public or high schools of this state, but shall not participate in the state aid now being given to the state high schools. Not more than five schools shall be aided the first

year, nor more than five be added to the list every two years thereafter. Provided that not more than one school in any county shall be added to the list of state schools receiving state aid under this act in any two years.

For the purpose of extending the teaching of agriculture, home economics, and manual training to pupils in rural schools, and for the purpose of extending the influence and supervision of state high or graded schools, one or more rural schools may become associated with any state high or graded school maintaining a department of agriculture, whether or not such high or graded school has been designated by the State Agricultural High-School Board to receive aid under the provisions of this act.

#### OHIO

The Laws of 1909 amending older laws authorize any board of education to establish and maintain manual-training, domestic-science, and commercial departments; and agricultural, industrial, vocational, and trade schools in connection with the public school system. No state aid is provided.

The Laws of 1910 provide that, in case the Board of Education of any school district establishes part-time day schools for the instruction of youths over fourteen years of age who are engaged in regular employment, such Board of Education is authorized to require all youths who have not satisfactorily completed the eighth grade of the elementary schools to continue their schooling until they are sixteen years of age; provided, however, that such youths, if they have been granted age and schooling certificates and are regularly employed, shall be required to attend school not to exceed eight hours a week between the hours of 8 A.M. and 5 P.M. during the school term. All youths between fourteen and sixteen years of age who are not employed shall be required to attend school the full time.

The Cahill Act of 1911 makes the teaching of agriculture mandatory in all of the schools of the state excepting in the cities. A second bill requires that all teachers in these schools must, after September, 1912, take an examination in agriculture.

#### OKLAHOMA

The Laws of 1908, chap. 109, put in force sec. 7, Art. 13 of the constitution, requiring the teaching of the elements of agriculture, horticulture, stock feeding, and domestic science in the common schools; creates a commission for agricultural and industrial education; provides for the establishment of departments of agricultural instruction in the state normal schools, and for the chair of agriculture for schools in the agricultural and mechanical college; and provides for the establishment and maintenance of agricultural schools of secondary grades in each supreme court judicial district with branch agricultural experiment stations and short courses for farmers in connection therewith.

## PENNSYLVANIA

Pennsylvania has enacted a new school code, article 4 of which authorizes any board to "establish, equip, furnish, and maintain the following additional schools or departments for the education and recreation of persons residing in said district, which said additional schools or departments, when established, shall be an integral part of the public school district, and shall be so administered, namely: high schools, manual-training schools, vocational schools, domestic-science schools, kindergartens, libraries, museums, reading-rooms, gymnasiums, playgrounds, schools for blind, deaf, and mentally deficient, truant schools, parental schools, schools for adults, public lectures, together with such other schools or educational departments as they, in their wisdom, may see proper to establish."

Article 10 of the code directs the State Superintendent of Public Instruction to "appoint . . . one expert assistant in agricultural education, one expert assistant in industrial education, one expert assistant in drawing."

## VERMONT

By an act, approved January 27, 1909, any high or grammar school whose course of study or outline of work in manual training has been approved by the State Superintendent of Education, may, upon application, be placed upon an approved list of schools maintaining manual-training departments. A school once entered upon such list may remain there and be entitled to state aid so long as the scope and character of its work are maintained in such a manner as to meet the approval of such superintendent.

Two or more towns may unite as a district for the maintenance of the industrial schools provided for in the preceding section, but no such district should be created without the approval of the superintendent of education.

## WISCONSIN

The Laws of 1911, chap. 616, create a state board of industrial education. The board shall consist of six appointive members three of whom shall be employers of labor, and three of whom shall be skilled employees. The State Superintendent of Education and the dean of the Extension Department and the dean of the College of Engineering of the University of Wisconsin shall be ex-officio members. This board controls all state aid given under this act, meets quarterly, and at such other times as may be found necessary and reports biennially.

The State Superintendent shall appoint an assistant in the Department of Public Instruction to be known as the Assistant for Industrial Education. He shall, with the advice, consent, and direction of the State Superintendent of Education have general supervision over the public industrial schools, and over all public evening schools, continuation schools, and commercial schools created under this act. The State Superintendent of Education shall have, in



addition to the Assistant for Industrial Education, such other assistants as he shall deem necessary for work in the same general field.

The Assistant shall have all necessary expenses to attend conventions and make investigations, within or outside of the state, when such expenses shall have been previously authorized by the State Superintendent of Education.

Local boards of industrial education are created, mandatory in towns of over 5,000, and optional in towns of under 5,000, whose duty it shall be to foster and establish and maintain industrial, commercial, continuation, and evening schools. Existing schools of similar nature may be taken over and maintained by this board.

This board shall consist of five members, two employers, and two employees who shall be appointed by the local school board, and the superintendent of the city schools, or if there be none, the principal of the high school, or if there be neither superintendent nor principal, the president of the local school board.

If twenty-five or more qualified to attend, petition for industrial, commercial, continuation, or evening schools, the board shall establish them or provide other facilities. This local board with the co-operation of the State Board of Industrial Education, shall have general supervision of the instruction in these schools, and it has full power to appoint teachers and determine their qualifications, to purchase all machinery, tools, and supplies, to provide buildings and grounds, fix the levy for the industrial education, within the limit of one-half mill per year for all the schools created under this act.

The State Superintendent and State Board of Industrial Education shall approve the course of study. No city may receive over \$10,000 from the state funds for the purposes of this act, and state aid shall not be given to more than thirty schools. The state aids the school to the amount of one-half the annual expenditure subject to the above limitations, and provided further that no school receive more than \$3,000 in one year.

The Stout Institute, by this bill, passes into the ownership of the state, provided the trustees first clear it of all debts and incumbrances, and the State Board of Industrial Education is made ex-officio Board of Trustees of said Institute with authority to maintain and manage same.

Chap. 347 of the Act of 1911 provides in a quite detailed and comprehensive way for the apprenticeship of children. The contract or "indenture" must provide among other things, that not more than 55 hours per week shall be spent in work and instruction, and that at least 5 hours of the 55 shall be devoted to instruction. This instruction shall include instruction in English, in citizenship, business practice, physiology, hygiene, and the use of safety devices; and in such other branches as may be approved by the State Board of Industrial Education. The instruction may be given in a public school or in such other manner as may be approved by the local Board of Industrial Education, and if there be no local board, subject to the approval of the State Board of Industrial Education.

Chap. 554 of the Act of 1911 provides that no state aid shall be granted for instruction in agriculture, domestic economy, manual training, or industrial branches unless the salary paid to every teacher instructing in said subject be at least \$60 a month.

Chap. 660 amends the old law as follows: "Whenever any evening school, continuation classes, industrial school, or commercial school shall be established in any town, village or city in this state for minors between the ages of fourteen and sixteen, working under permit as now provided by law, every such child, residing within any town, village, or city in which any such school is established, shall attend such school not less than five hours per week for six months in each year, until such child becomes sixteen years of age, and every employer shall allow all minor employees over fourteen and under sixteen years of age a reduction in hours of work of not less than the number of hours the minor . . . is by this section required to attend school."

Of the six commissions provided for by legislative enactment within the last three years, all have submitted reports except Indiana, whose report is not yet due. Practically all the recommendations of the Wisconsin commission were enacted into the Laws of 1911. No legislation on industrial legislation has followed the report of the Maryland commission so far. It recommended: control of industrial education by the State Board of Education and county boards, with the addition of advisory boards of citizens; close co-operation with the home for work in mechanic arts, agriculture, and cooking in the rural schools, and advised against extending to the rural schools the industrial work which is practical and desirable in the city schools; that industrial training should begin after ordinary school work is fairly completed, but that vocational schools should be open to children of thirteen or fourteen years of age; that there should be industrial or vocational schools giving a better elementary-school provision for the vocational needs of those likely to enter industrial pursuits; that there should be continuation (evening) schools for children already at work during the day.

The recommendations of the New Jersey commission were in part enacted into law in the establishment of the "Commission of Education."

The report of the Maine commission was made in 1910, and some very important laws followed in 1911.

One of the recommendations of the Michigan commission was enacted into a law permitting local establishment of industrial departments. Among the other recommendations, fruitless so far, are the following: introduction into all the high schools of the state of courses in agriculture, manual training, and home economics; certification of agricultural and industrial teachers; state supervision of all agricultural and industrial courses in public schools; limited amount of state aid to trade and continuation schools, and to schools introducing high-school courses in agriculture and home economics.